DOCUMENT RESUME

ED 385 624 UD 030 514

AUTHOR Slavin, Robert E.; And Others
TITLE "Whenever and Wherever We Choose..." The Replication of Success for All.
SPONS AGENCY Abell Foundation, Baltimore, MD.; Carnegie Corp. of New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE [93]
CONTRACT R117R90002
NOTE 46p.; Also sponsored by the France and Merrick Foundations. Earlier version of paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Disadvantaged Youth; Educationally Disadvantaged; Elementary Education; Grouping (Instructional Purposes); Parent Participation; Pilot Projects; Program Evaluation; Program Implementation; *Reading Achievement; Reading Programs; *Tutors; *Urban Schools
IDENTIFIERS *Program Replication; *Success for All Program

ABSTRACT

This paper presents a summary of data from one program, Success for All, that is in the process of making the transition from local pilot to national model. Earlier evaluations of Success for All in its original home, Baltimore (Maryland), have shown that it can be highly successful in increasing reading achievement among very disadvantaged students. One of the most important elements of Success for All is the use of tutors to support student success. Students are assigned to heterogeneous age-grouped classes with regrouping for reading into classes of 15 students grouped by ability. Family support is another feature of Success for All that was incorporated into the replication efforts. Replication efforts in Philadelphia (Pennsylvania), Charleston (South Carolina), Memphis (Tennessee), Fort Wayne (Indiana), Caldwell (Idaho), Montgomery (Alabama), Charleston (West Virginia), and Wichita Falls (Texas) are described. Evaluation results for the 15 schools in the 7 states clearly show that the program increases student reading achievement and that it can produce effects in replication sites like those of the original site. Eleven figures illustrate the analysis. (Contains 20 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TACB-454 UD

ED 385 624

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"Whenever and Wherever We Choose..." The Replication of Success for All

Robert E. Slavin
Nancy A. Madden
Lawrence J. Dolan
Barbara A. Wasik

Center for Research on Effective Schooling for Disadvantaged Students
Johns Hopkins University

Steven Ross
Lana Smith
Memphis State University

An earlier version of this paper was presented at the annual meeting of the American Educational Research Association, Atlanta, April, 1993.

The research summarized in this paper was funded by the Office of Educational Research and Improvement, U.S. Department of Education (No. OERI-R-117-R90002), the Carnegie Corporation of New York, the Pew Charitable Trust, the Abell Foundation, and the France and Merrick Foundations. However, any opinions expressed are those of the authors and do not represent positions or policies of our funders.

We would like to thank the following individuals for their help in research on Success for All: Matthew Riley, Denise Borders, Lawrence Howe, and Fred Cottman of the Baltimore City Public Schools; Katherine Conner, Tom Rosica, Allie Mulvihill, Inez Hill, Parrie Brooks, Sherry Hopkins, Steve Davidoff, and Renee Yampolsky of the Philadelphia Public Schools; Claire Eadon, Cheryl Boan, and Patsy Griffing of the Charleston County (SC) Public Schools; Charles Welch, Cornelia Shideler, and Sharon Mukes of the Ft. Wayne (IN) Community Schools; Janis Hull and Earnie Lewis of the Vallivue (ID) School District; Charlene Byrd, Richard Evans and Jane Harbert of the Kanawha County (WV) Public Schools; Harry Ryan and Joyce Ellington of the Wichita Falls (TX) School District; Carolyn Burks of the Montgomery County (AL) Public Schools; Nancy Karweit, Gretta Gordy, Renee Kling, Alta Shaw, Lynne Mainzer, Robert Petza, Elizabeth Lowry, Mary Alice Bond, Verian Dunbar, and Barbara Haxby of the Johns Hopkins University; and Jason Casey, Brenda Johnson, Carole Bond, Anne Faulks, Ann Crawford, and Michele Shapiro of Memphis State University.

UW30 S74

BEST COPY AVAILABLE

Fourteen years ago, Ron Edmonds (1979, p.23) put forth a proposition that has served as the touchstone of the school effectiveness movement ever since:

> "We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us."

This proposition has two parts. One is the assertion that every child can learn. The other is that we have the knowledge we need to create schools in which every child will learn.

Can every child learn? Events since the time Ron Edmonds was writing have supported the principle that every child, regardless of family background or other factors, can succeed in school. For example, research on early intervention (Slavin, Karweit, & Wasik, 1992/93, in press) and on one-to-one tutoring (Wasik & Slavin, 1993a) demonstrate the principle that virtually every child can learn. Extraordinary teachers and schools prove every day that they are able to produce extraordinary outcomes with disadvantaged and minority children.

While it is becoming clear that every child can learn, there is a part of Edmonds' formulation that is more problematic. Is it really true that we can ensure the learning of every child *whenever and wherever we choose*? Demonstrations of outstanding learning achievements in the laboratory or in schools with unusual, charismatic principals or teachers are useful, but they do not tell us that success can be replicated on a large scale. Many pilot programs have shown substantial success only to be found difficult to replicate elsewhere or ineffective in their replication sites. Clearly, it is not enough to demonstrate success and expect others to do likewise. For a program or strategy to make a difference on a broad scale, it must be robust to many circumstances, it must withstand the test of time, and most importantly it must demonstrate effectiveness in new sites not under the day-to-day control of program developers.

This paper presents a summary of data from one program, Success for All, that is in the process of making the transition from local pilot to national model. This paper is the first to present data on several sites beyond the original home of Success for All in Baltimore. Earlier evaluations of Success for All have shown that the program can be highly successful in increasing reading achievement among very disadvantaged students (Madden, Slavin, Karweit,

BEST COPY AVAILABLE

Dolan, & Wasik, 1993; Slavin, Madden, Karweit, Dolan, & Wasik, 1992). But can this success be replicated whenever and wherever we choose?

It is important to state up front what is meant by "we." No one could pretend that researchers, developers, or governmental agencies can by themselves ensure the success of all students. The enthusiastic and wholehearted commitment of school staffs and district administration is also essential. In the specific case of Success for All, we work only with districts that have made a clear commitment to implement the program and with school staffs that have voted at least 80% in favor of participating. Our specific focus, then, is on the question of whether, in schools and districts that make a commitment to the success of every child, we can successfully replicate an effective program.

Success for All

Basic Principles

Our basic approach to designing a program to ensure success for all children begins with two essential principles: *Prevention* and *immediate, intensive intervention.* That is, learning problems must first be prevented by providing children with the best available classroom programs and by engaging their parents in support of their school success. When learning problems do appear, corrective interventions must be immediate, intensive, and minimally disruptive to students' progress in the regular program. That is, students receive help early on, when their problems are small. This help is intensive and effective enough to catch students up with their classmates so that they can profit from their regular classroom instruction. Instead of letting students fall further and further behind until they need special or remedial education or are retained in grade, students in Success for All are given whatever help they need to keep up in the basic skills. The elements of Success for All are described below (see Slavin, Madden, Karweit, Dolan, & Wasik, 1992, for more detail).

Reading Tutors

One of the most important elements of the Success for All model is the use of tutors to support students' success in reading. One-to-one tutoring is the most effective form of instruction known (see Wasik & Slavin, 1993a). The tutors are certified teachers with experience teaching Chapter 1, special education, and/or primary reading. Tutors work one-on-one with students who are having difficulties keeping up with their reading groups. Students are taken from their homeroom classes by the tutors for 20-minute sessions during times other than reading or math periods. In general, tutors support students' success in the regular reading curriculum, rather than teaching different objectives. For example, if the regular reading teacher is working on stories with long vowels or is teaching comprehension monitoring strategies, so does the tutor. However, tutors seek to identify learning deficits and use different strategies to teach the same skills.

During daily 90-minute reading periods, tutors serve as additional reading teachers to reduce class size for reading. Information on students' specific deficits and needs pass between reading teachers and tutors on brief forms, and reading teachers and tutors are given regular times to meet to coordinate their approaches with individual children.

Initial decisions about reading group placement and need for tutoring are made based on informal reading inventories given to each child by the tutors. After this, reading group placements and tutoring assignments are made based on eight-week assessments, which include teacher judgments as well as more formal assessments. First graders receive first priority for tutoring, on the assumption that the primary function of the tutors is to help all students be successful in reading the first time, before they become remedial readers.

Reading Program

Students in grades 1-3 are regrouped for reading. That is, students are assigned to heterogeneous, age-grouped classes with class sizes of about 25 most of the day, but during a regular 90-minute reading period they are regrouped according to reading performance levels

into reading classes of 15 students all at the same level. For example, a 2-1 (second grade, first semester) reading class might contain first, second, and third grade students all reading at the same level.

Regrouping allows teachers to teach the whole reading class without having to break the class into reading groups. This greatly reduces the time needed for seatwork and increases direct instruction time. We do not expect reduction in class size to increase reading achievement by itself (see Slavin, in press), but it does ensure that every reading class will be at only one reading level, eliminating workbooks, dittos, or other follow-up activities which are needed in classes with multiple reading groups. The regrouping is a form of the Joplin Plan, which has been found to increase reading achievement in the elementary grades (Slavin, 1987).

The reading program itself has been designed to take full advantage of having 90 minutes of direct instruction. The reading program emphasizes development of basic language skills and sound and letter recognition skills in kindergarten, and uses an approach based on sound blending and phonics starting in first grade (although kindergarten students who show readiness are accelerated into the first grade program if the school chooses). Students in pre-K, kindergarten, and first grade experience the Peabody Language Development Kits to help them build language concepts essential to later reading success. The K-1 reading program uses a series of "shared stories," in which part of the story is written in small type and read by the teachers, while part is written in large type and read by students. The student portion uses a phonetically controlled vocabulary. The program emphasizes oral reading to partners as well as to the teacher, instruction in story structure and specific comprehension skills, and integration of reading and writing. When they reach the primer reading level, students use a form of Cooperative Integrated Reading and Composition (CIRC) with novels or basals. CIRC uses cooperative learning activities built around story structure, prediction, summarization, vocabulary building, decoding practice, writing, and direct instruction in reading comprehension skills. Research on CIRC has found it to significantly increase students' reading comprehension and language skills (Stevens, Madden, Slavin, & Farnish, 1987).

Eight-Week Reading Assessments

Every eight weeks, reading teachers assess student progress through the reading program. The results of the assessments are used to determine who is to receive tutoring, to suggest other adaptations in students' programs, and to identify students who need other types of assistance, such as family interventions or vision/hearing screening.

Preschool and Kindergarten

Most Success for All schools provide a half-day preschool and/or a full-day kindergarten for all eligible students. The preschool and kindergarten provide a balanced and developmentally appropriate learning experience for young children. The curriculum emphasizes the development and use of language. It provides a balance of academic readiness and non-academic music, art, and movement activities. Readiness activities include use of integrated thematic units, Peabody Language Development Kits, and a program called Story Telling and Retelling (STaR) in which students retell stories read by the teachers.

Family Support Team

A Family Support Team consisting of any social workers, parent liaisons, counselors, and others who work in the school provides parenting education and works to involve parents in support of their children's success in school. Also, family support staff are called on to provide assistance when there are indications that students are not working up to their full potential because of problems at home. For example, families of students who are not receiving adequate sleep or nutrition, need glasses, are not attending school regularly, or are exhibiting serious behavior problems receive family support assistance. Links with appropriate community service agencies are made to provide as much focused service as possible for parents and children.

Program Facilitator

A program facilitator works at the school full time to oversee (with the principal) the operation of the Success for All model. The facilitator helps plan the Success for All program, helps the principal with scheduling, and visits classes and tutoring sessions frequently to help teachers and tutors with individual problems. The program facilitator may work with individual children having particular difficulties to find successful strategies for teaching them, and then return the children to the tutors or teachers. He or she helps teachers and tutors deal with any behavior problems or other special problems, and coordinates the activities of the Family Support Team with those of the instructional staff.

Teachers and Teacher Training

The teachers and tutors are regular teachers. They receive detailed teacher's manuals supplemented by two days of inservice at the beginning of the school year and several inservice sessions throughout the year on such topics as classroom management, instructional pace, and implementation of the curriculum.

Special Education

Every effort is made to deal with students' learning problems within the context of the regular classroom, as supplemented by tutors. Special education resource services are still provided for students assigned to special education in previous years, but no new assignments to resource services are being made for reading problems, on the assumption that tutoring services available to all students will be more appropriate. Self-contained services for seriously handicapped students are maintained for students whose needs cannot be met in the regular class.

Advisory Committee

An advisory committee composed of the building principal, facilitator, teachers, and parent representatives meet regularly to review the progress of the program and to identify and solve any problems that arise.

The Success for All program began in Baltimore in 1986. It was designed in a collaboration between our group at Johns Hopkins and the Baltimore City Public Schools, and piloted in one school in the 1987-88 school year. Since then Success for All has expanded within Baltimore and is currently being implemented in a total of 80 schools in 36 school districts in 19 states from coast to coast. From the outset, the program has emphasized rigorous evaluation of the program in comparison to matched local control schools, emphasizing use of individually administered tests of reading. Due to funding limitations, not all Success for All schools are being assessed in this way, but we currently have high-quality assessment data from 15 schools in seven districts in seven states, a remarkable body of evidence for an innovative program. Three of the districts were evaluated by Johns Hopkins staff, and four (using identical measures and procedures) by an independent evaluation group at Memphis State University. This paper summarizes the findings from these seven districts, plus two that have done their own evaluations using routinely administered standardized tests.

Evaluation Design

A common evaluation design, with variations due to local circumstances, has been used in all Success for All evaluations. Every Success for All school involved in a formal evaluation is matched with a control school that is similar in poverty level (percent of students qualifying for free lunch), historical achievement level, ethnicity, and other factors. Children in the Success for All schools are then matched on district-administered standardized test scores given in kindergarten or (starting in 1991 in several districts) on Peabody Picture Vocabulary Test (PPVT) scores given by the project in the fall of kindergarten or first grade. In some cases, analyses of covariance rather than individual child matches were used, and at Key School in

Philadelphia schools were matched but individual children could not be (because the school serves many limited English proficient students who were not tested by the district in kindergarten).

The measures used in the 1992 evaluations were as follows:

1. Woodcock Reading Mastery Test. Three Woodcock scales, Word Identification, Word Attack, and Passage Comprehension, were individually administered to students by trained testers. Word Identification assesses recognition of common sight words, Word Attack assesses phonetic synthesis skills, and Passage Comprehension assesses comprehension in context.
2. Durrell Analysis of Reading Difficulty. The Durrell Oral Reading scale was also individually administered. It presents a series of graded reading passages which students read aloud, followed by comprehension questions.

Except at Key, analyses of covariance with pretests as covariates were used to compare raw scores in all evaluations, and separate analyses were conducted for students in general and for students in the lowest 25% of their grades. At Key, analyses of variance were used and results were reported separately for Asian (mostly Cambodian) students and for non-Asian students.

The figures presented in this paper summarize student performance in grade equivalents (adjusted for covariates) and effect size (proportion of a standard deviation separating the experimental and control groups), averaging across individual measures. Neither grade equivalents nor averaged scores were used in the analyses, but they are presented here as a useful summary. The figures show the outcomes for all students in the Success for All and control schools, and also those for the students in the lowest 25% of their grades, who are most at risk. In most cases the low 25% was determined based on Peabody Picture Vocabulary Test scores given as pretests. In Baltimore and Charleston, South Carolina, however, Peabody pretests were

not given and low 25% analyses involve the lowest-performing students at posttest. At Philadelphia's Key School, outcomes are shown separately for Asian and non-Asian students.

Each of the evaluations summarized in this paper follows children who began in Success for All in first grade or earlier, in comparison to children who had attended the control school over the same period. Because Success for All is a prevention and early intervention program, students who start in it after first grade are not considered to have received the full treatment (although they are of course served within the schools). For more details on methods and findings, see Slavin et al. (1992) and the full site reports listed for each evaluation.

Baltimore

Baltimore was the original home of Success for All and is the district with the longest longitudinal data base and the largest number of schools being evaluated. As of spring, 1992, the original pilot school had implemented the program for five years and four additional schools had done so for four years. All schools are almost entirely African-American, and range from 75% to 96% in poverty (free lunch eligibility). Outcomes (in mean grade equivalents and effect sizes) are summarized in Figure 1.

==========

Figure 1 Here

==========

Figure 1 shows that students in Success for All are performing significantly better than students in control groups at all grade levels, 1-3. As has been typical of Success for All evaluations, effects have been particularly large for students who are in the lowest 25% of their classes.

In addition to the effects seen on individually administered reading measures, Success for All has had an impact on several other measures. One of these is standardized tests routinely administered by the district. On the Comprehensive Tests of Basic Skills, no differences were

found between Success for All and control students in first grade, but significant effects were found on CTBS reading comprehension and language scales in second, third, fourth, and fifth grades. We do not consider standardized tests scores to have the reliability, validity, or relevance of the individualized measures, but follow them because of their importance to the district.

Evaluations of Success for All in Baltimore have also found positive effects on attendance. Retentions have been reduced from an average of 11% in grades K-3 to near zero. Avoiding retentions is a policy of Success for All rather than an outcome, but it is important in showing that inner-city schools can get along without retaining such large numbers of students.

In 1992-93, three additional schools began in Success for All, and we are piloting a program to ease the transition to middle school for students graduating from Success for All elementary schools. For more on the Baltimore evaluations see Slavin et al., 1992; Madden et al., 1993.

Philadelphia

Philadelphia was the first school district outside Baltimore to implement Success for All. Frances Scott Key Elementary school, which serves a population that is majority Southeast Asian (mostly Cambodian), has been implementing the program since 1988. In 1991, three additional schools began to implement Success for All. These are all very high poverty schools (nearly 100% of students qualify for free lunch) serving African American student bodies.

==========

Figure 2 Here

==========

Evaluation outcomes for Key School are summarized in Figure 2. Asian students at Key exceeded those in their control school by an average of more than a full grade equivalent in first grade (ES = +4.69); Success for All Asian students were reading above grade level, while their counterparts in the control schools were non-readers, scoring near the floor on all tests. Second

grade Asian students at Key also exceeded their controls by more than a grade equivalent (ES = +1.67). Third graders (ES = +.47) and fourth graders (ES = +.37) exceeded control students by six and five months, respectively. Non-Asian students at Key out-performed their controls by an average of approximately 3.5 months in first grade (ES = +1.47), 3 months in second (ES = +.26), 4 months in third (ES = +.27), and 5 months in fourth grade (ES = +.24).

==========

Figure 3 Here

==========

Figure 3 shows results for two of the three Philadelphia schools that began Success for All in 1991 (data on the third school were lost). The figure shows that first graders in these schools were reading above grade level and two months ahead of their control counterparts (ES = +.31). The lowest-achieving 25% of Success for All students were about at grade level on average and exceeded their controls by 3.5 months (ES = +.62).

Philadelphia added three more Success for All schools in 1992-93, including two schools primarily serving Latino students and one integrated non-Chapter 1 school. For more on the Philadelphia evaluations see Slavin (1993) and Slavin & Yampolsky (1991).

Charleston, South Carolina

Pepperhill Elementary School in Charleston, South Carolina began to implement Success for All in the 1990-91 school year. Pepperhill is the only Success for All school being evaluated that is not a Chapter 1 school (a second non-Chapter 1 school, in Philadelphia, began implementation in 1992-93). Despite a poverty rate much higher than the national average (40% of students quality for three lunch and 60% are African-American), Pepperhill does not qualify for Chapter 1 funding within the Charleston district. It does receive state compensatory education monies under the South Carolina Educational Improvement Act (EIA) that pay for the program's cost. However, because it is not a Chapter 1 school it has fewer funds to implement

Success for All than do other program schools. As a result, Pepperhill is the only school being evaluated that uses paraprofessionals rather than certified teachers as tutors. The paraprofessionals are of high quality; one is certified to teach in another state, and another has a four-year degree. All received significantly more training than that usually given to tutors. Pepperhill provides us with the first opportunity to evaluate Success for All in a school that has fewer resources and a relatively less needy population.

==========

Figure 4 Here

==========

The outcomes for first grades at Pepperhill are summarized in Figure 4. They show a substantial positive effect of the program on student achievement. This school has the highest mean reading level of any Success for All school (G.E. = 2.45), four months ahead of its control school. Effects were also quite positive for students in the lowest 25% of their grade. For more on this evaluation, see Wasik & Slavin, 1993b.

The evaluations of Success for All in Baltimore, Philadelphia, and Charleston, South Carolina are being conducted directly by our group at Johns Hopkins. Several additional evaluations are being conducted by an independent evaluation team at Memphis State University led by Steven Ross and Lana Smith. These include evaluations in Memphis, Fort Wayne, Indiana, Caldwell, Idaho, and Montgomery, Alabama.

Memphis

In 1990, Memphis State and the Memphis City Public Schools collaborated to implement and evaluate Success for All at Florida Elementary School, a very high-poverty school (nearly 100% free lunch) in inner-city Memphis serving an African-American student body.

==========

Figure 5 Here

==========

Figure 5 summarizes the 1993 outcomes of Success for All at Florida Elementary School (matched with control students based on kindergarten PPVT scores). First graders at Florida were performing well above grade level (2.1), three months ahead of their matched controls (ES = +.38). Effects in second grade were substantial for students in general (ES = +.51), and even stronger for low achievers, who exceeded control low achievers by almost nine months (ES = +2.66).

In addition to the main achievement analyses, Ross and Smith (1992) also analyzed standardized Tennessee Comprehensive Assessment Program (TCAP) scores for matched first and second graders in the Success for All and control schools. They found positive effects in both grades on the TCAP Reading Comprehension scale (ES = +.20 for first grade, +.23 for second), but no differences in reading vocabulary or total reading.

A new superintendent in Memphis has expressed a commitment to expand Success for All, and four more schools are being added in the 1993-94 school year. For more on the Memphis implementation and evaluation, see Ross & Smith, 1992.

Ft. Wayne, Indiana

Success for All was introduced to two schools in Ft. Wayne, Indiana as part of the district's response to a court order to desegregate its schools. The district created several magnet schools, but schools with many African-American students who were left out of the magnet school plan were given additional funds to improve their students' achievement. These funds were combined with Chapter 1 dollars to fund the Success for All implementations.

==========

Figure 6 Here

==========

The outcomes at the two Ft. Wayne Success for All schools are shown in Figure 6. Students in the Success for All schools are reading above grade level and 2.7 months ahead of controls (ES = +.47). The lowest achieving 25% of students are reading at grade level (1.8) and are 3.1 months ahead of their control group. In addition, a teacher survey found strong positive attitudes toward the program; 100% of teachers agreed that the program should be continued.

For more on the Ft. Wayne evaluation, see Smith & Ross, 1992.

Caldwell, Idaho

Caldwell, Idaho is the first rural school district to be included in the Success for All evaluation (although several other rural districts are implementing the program). One school, West Canyon Elementary School, began implementation in 1991. The results of the 1992 evaluation are shown in Figure 7.

==========

Figure 7 Here

==========

In contrast to all other evaluations, the Caldwell evaluation did not find a difference between Success for All and control students in reading performance, even for the lowest achieving 25% of students who, in every other evaluation, gain the most from Success for All. These results are puzzling. Observations of program implementation indicated that the school was implementing Success for All with spirit and fidelity; in fact, West Canyon was rated by our facilitators as one of the best of our implementations.

The reason for the failure to find differences may have to do with the control school, not the Success for All school. Observers found the matched control school to be an extraordinary place with an exceptionally able principal and staff in a new facility. First graders at West Canyon had among the highest scores of any Success for All school, with an average grade equivalent of 2.22. In this case, however, the control first graders also had high scores (G.E. = 2.18).

In 1992-93, the Caldwell district opened a new school and moved the principal and part of the staff of West Canyon to it, making both schools Success for All schools. For more on the Caldwell evaluation, see Ross, Smith, & Casey, 1992.

Montgomery, Alabama

Success for All was introduced to two schools in Montgomery, Alabama in the 1990-91 school year. These are both schools in which nearly 100% of students qualify for free lunch and all are African-American. A new cohort of kindergartners was pretested on the PPVT in fall of 1991, and these students were then assessed at the end of first grade in spring, 1993.

==========

Figure 8 Here

==========

The results across the two Montgomery schools are summarized in Figure 8. Both schools had among the highest effect sizes for any first grade evaluation, averaging +1.32. In grade equivalent terms, Success for All students were performing more than five months ahead of their control counterparts. Among the lowest 25%, control students were not reading at all, while Success for All students averaged a grade equivalent of 1.46 (ES = +2.86).

Montgomery added two additional Success for All schools in 1992-93.

Charleston, West Virginia

Chandler Elementary School in Charleston, West Virginia has been implementing Success for All since 1990. It was not included in the formal evaluation study primarily because no other school in Charleston had a similar population (to serve as a control school); Chandler has the highest African-American population and poverty rate in the district. However, Chandler has kept track of its standardized test scores each year since it began Success for All, and these have shown steady increases. Figure 9 shows test scores before Success for All and after the program was introduced.

==========

Figure 9 Here

==========

Standardized test scores submitted to us by districts are interesting additional indicators, but we consider them only as anecdotal information, as standardized tests used in district accountability programs are far lower in validity than the individual administered measures we emphasize in our formal evaluations.

In addition to the gains shown in Figure 9, attendance at Chandler has increased from 89% to 95% since the program began, the retention rate is zero, and referrals to special education have decreased.

Wichita Falls, Texas

Fannin Elementary School in Wichita Falls, Texas began implementation of Success for All in 1991. Its scores on the 1992 Texas Assessment of Academic Skills (TAAS) showed a dramatic improvement. Fannin has historically been the lowest achieving school in the district. In fall, 1992, at the end of the first year of implementation, the percentage of third graders meeting minimum expectations in reading increased from 48% to 70% (during the same year the district percent passing declined by three percentage points). Fannin students increased from 8%

to 53% in the percentage of students meeting minimum expectations in writing; the district as a whole gained only three percentage points. Wichita Falls has expanded the program to one additional school and is seeking to become a regional training site for Success for All.

Pooled Outcomes

Slavin and Madden (1993) introduced a method for combining the outcomes of experimental-control comparisons over many replications and over time. This technique, called a multi-site replicated experiment, considers each successive cohort and each pair of schools (experimental and control) a replication. For example, across the 15 Success for All schools we have studied, 37 cohorts of first graders have experienced the program and have been assessed on individually administered reading measures. Twenty-one second-grade cohorts and 13 third-grade cohorts have been in the program since first grade. This pooling procedure, a minor variation on meta-analysis commonly used in medical research, allows us to build up an adequate sample over time to do school-level analyses of program effects.

==========

Figure 10 Here

==========

Figure 10 shows the mean grade equivalents and effect sizes for all fifteen Success for All schools in comparison to their control schools. For students in general, effect sizes averaged more than half a standard deviation each year, meaning that the average Success for All child is performing better than 70% of control students. Analyses at the school level indicate that the effect sizes are significantly different from zero at all three grade levels ($p<.001$). Because standard deviations increase each year in school, a constant effect size implies a growing difference in absolute or grade-equivalent terms; Success for All students exceed matched control students by about three months in first grade but almost seven months by third grade.

Effects for students in the lowest 25% of their cohorts are consistently larger than for students in general, averaging an effect size of +1.04 in first grade, +1.47 in second, and +1.49 in third grade. By the end of third grade these most at-risk students are performing better than 93% of matched control students. These effect sizes are significantly different from zero ($p<.001$ in grades 1 and 2, $p<.004$ in grade 3). Larger effect sizes for low achievers than for students in general have been found in almost every evaluation of Success for All. It is primarily due to the tutoring, family support, and other services principally given to the lowest-achieving, most at-risk students. A major goal of Success for All is to build a floor under the achievement of all students, and the large gains made by the lowest achievers is evidence that this is occurring.

Do Program Effects Grow in Successive Years of Implementation?

Data on the effects of Success for All in successive years of implementation are summarized in Figure 11. These data clearly show that the longer a school is in the program, the better the effects on first, second, and third grade reading performance. For example, in the first implementation year Success for All first graders exceed their control counterparts by an effect size of +.34. This rises to +.57 for the second cohort of first graders, +.78 for the third, and +.82 for the fourth.

==========

Figure 11 Here

==========

There are two likely explanations for the successive improvements in outcomes shown in Figure 11. One is that the schools simply get better with practice. Success for All involves so many changes that getting all the changes to a high degree of quality takes more than a year. The second factor involved is the fact that only in the second year have first graders participated in Success for All since kindergarten, and only in the third year have they participated since prekindergarten. The accelerating effects may be due to effects of these program elements.

Conclusion

The results of evaluations of 15 Success for All schools in seven states clearly show that the program increases student reading performance. In all but one school, Success for All students learned significantly more than matched control students. Significant effects were not seen on every measure at every grade level, but the consistent direction and magnitude of the effects show unequivocal benefits for Success for All students. Earlier years' evaluations (e.g., Slavin, Madden, Karweit, Dolan, & Wasik, 1992; Slavin & Yampolsky, 1992; Madden, Slavin, Karweit, Dolan, & Wasik, 1993) have shown that Success for All has been effective in its original districts, Baltimore and Philadelphia. This paper adds evidence that the program can be replicated far from its original home and that it can produce effects in its replication sites like those seen in its original sites.

The Success for All evaluations have used reliable and valid measures, individually administered tests that are sensitive to all aspects of reading: comprehension, fluency, word attack, and word identification. Performance of Success for All students has been compared to that of matched students in matched control schools, who provide the best indication of what students without the program would have achieved. Replication of high-quality experiments in such a wide variety of schools and districts is extremely unusual.

Although the outcomes on individually administered measures have the greatest validity and scientific importance, a number of other indicators further point to the replicability and practical impact of Success for All. One indicator is standardized test scores, which were found to increase significantly in Baltimore, Charleston, West Virginia, and Wichita Falls, Texas. Another is the fact that most of the districts being evaluated (and many others as well) have expanded the program to additional sites after initial pilots. An important indicator of the robustness of Success for All is the fact that of the more than 60 schools that have used the program for periods of 1-6 years, only three have dropped out (in all cases because of changes of principals). Many other Success for All schools have survived changes of superintendents, principals, facilitators, and other key staff.

There is nothing magic about Success for All. None of its components are completely new or unique. The first-year results in Caldwell, Idaho support the common-sense observation that schools serving disadvantaged students can have great success without a special program if they have an outstanding staff. Other prevention/early intervention models, such as Reading Recovery (Pinnell, 1989) and the School Development Program (Comer, 1988) also have evidence of effectiveness with disadvantaged children. The main importance of the Success for All research is not in validating a particular model or in demonstrating that disadvantaged students can learn. Rather, its greatest importance is in demonstrating that success for disadvantaged students can be routinely ensured in schools that are not exceptional or extraordinary (and were not producing great success before the program was introduced). We cannot ensure that every school has a charismatic principal or every student has a charismatic teacher. Nevertheless, we can ensure that every child, regardless of family background, has an opportunity to succeed in school.

The demonstration that an effective program can be replicated and can be effective in its replication sites removes one more excuse for the continuing low achievement of disadvantaged children. When Ron Edmonds (1979) stated that we can successfully teach all children *whenever and wherever we choose*, he was perhaps right in principle, but practical demonstrations of this principle are still essential. In order to ensure the success of disadvantaged students we must have the political commitment to do so, with the funds and policies to back up this commitment. However, we must also have methods known not only to be effective in their original sites, but also to be replicable and effective in other sites. Success for All does require a serious commitment to restructure elementary schools and to reconfigure uses of Chapter 1, special education, and other funds to emphasize prevention and early intervention rather than remediation. It requires a vote of at least 80% of teachers in favor of implementing the program. When this commitment is made, however, the evidence summarized in this report provides one practical demonstration of how, whenever and wherever we choose, we can successfully teach all children.

References

Bond, C.L., Ross, S.M., & Smith, L.J. (1993). *Montgomery, Alabama Success for All program control school visitation study*. Memphis: Memphis State University.

Comer, J. (1988). Educating poor minority children. *Scientific American, 259*, 42-48.

Dianda, M.R., Madden, N.A., & Slavin, R.E. (1993, April). *Lee Conmigo: Success for All in schools serving limited English proficient students*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

Edmonds, R. (1979). Effective schools for the urban poor. *Educational Leadership, 37*(1), 15-24.

Madden, N.A., Slavin, R.E., Karweit, N.L., Dolan, L.J., & Wasik, B.A. (1993). Success for All: Longitudinal effects of a restructuring program for inner-city elementary schools. *American Educational Research Journal.*

Pinnell, G.S. (1989). Reading Recovery: Helping at-risk children learn to read. *Elementary School Journal, 90*, 161-182.

Ross, S.M., & Smith, L.J. (1992). *Final report: 1991-92 Success for All Program in Memphis, Tennessee*. Memphis: Memphis State University.

Ross, S.M., Smith, L.J., & Casey, J. (1992). *Final report: 1991-92 Success for All program in Caldwell, Idaho*. Memphis: Memphis State University.

Slavin, R.E. (1987). Ability grouping and student achievement in elementary schools: A best-evidence synthesis. *Review of Educational Research, 57*, 347-350.

Slavin, R.E. (1993). *Success for All in the Philadelphia Public Schools: 1991-92 Evaluation Report*. Baltimore: Johns Hopkins University, Center for Research on Effective Schooling for Disadvantaged Students.

Slavin, R.E. (in press). School and classroom organization in beginning reading: Class size, aides, and instructional grouping. In R.E. Slavin, N.L. Karweit, B.A. Wasik, & N.A. Madden (Eds.), *Preventing Early School Failure: Research on Effective Strategies*. Boston: Allyn & Bacon.

Slavin, R.E., Karweit, N.L., & Wasik, B.A., (1992/93). Preventing early school failure: What works? *Educational Leadership, 50*(4), 10-18.

Slavin, R.E., Karweit, N.L., & Wasik, B.A. (in press). *Preventing early school failure: Research on effective strategies.* Boston: Allyn & Bacon.

Slavin, R.E., & Madden, N.A. (1993, April). *Multi-site replicated experiments: An application to Success for All.* Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

Slavin, R.E., Madden, N.A., Karweit, N.L., Dolan, L., & Wasik, B.A. (1992). *Success for All: A relentless approach to prevention and early intervention in elementary schools.* Arlington, VA: Educational Research Service.

Slavin, R.E., & Yampolsky, R. (1991). *Effects of Success for All on students with limited English proficiency: A three-year evaluation.* Baltimore, MD: Johns Hopkins University, Center for Research on Effective Schooling for Disadvantaged Students.

Smith, L.J., & Ross, S.M. (1992). *Final report: 1991-92 Success for All program in Ft. Wayne, Indiana.* Memphis: Memphis State University.

Stevens, R.J., & Madden, N.A., Slavin, R.E., & Farnish, A.M. (1987). Cooperative Integrated Reading and Composition: Two field experiments. *Reading Research Quarterly, 22*, 433-454.

Wasik, B.A., & Slavin, R.E. (1993a). Preventing early reading failure with one-to-one tutoring: A review of five programs. *Reading Research Quarterly.*

Wasik, B.A., & Slavin, R.E. (1993b). *Success for All at Pepperhill Elementary School: 1992 Evaluation.* Baltimore: Johns Hopkins University, Center for Research on Effective Schooling for Disadvantaged Students.

Figure 1
Baltimore: Success for All Outcomes, 1992
Mean Grade Equivalents and Effect Sizes on Individually Administered Reading Tests

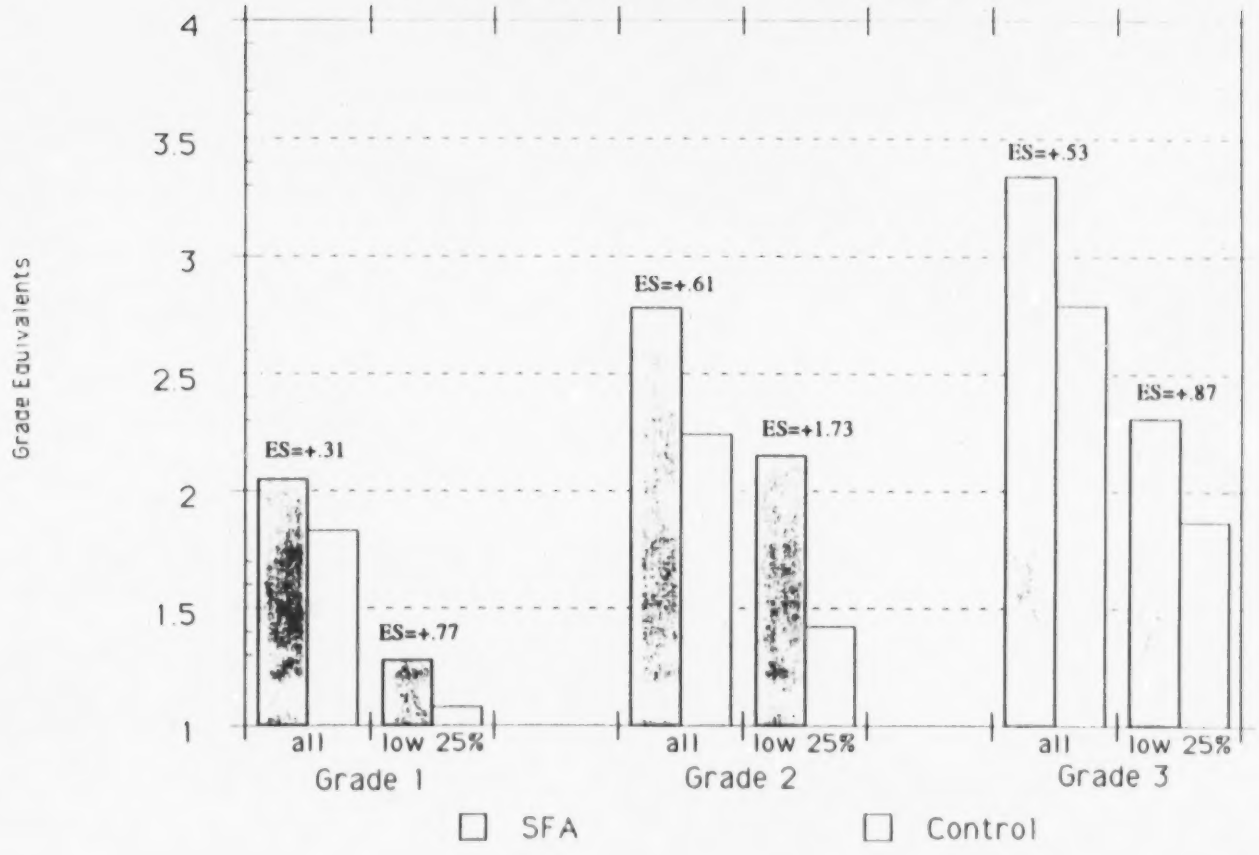


Figure 2
Philadelphia (Key School): Success for All Outcomes, 1992
Mean Grade Equivlents and Effect Sizes on
Individually Administered Reading Tests

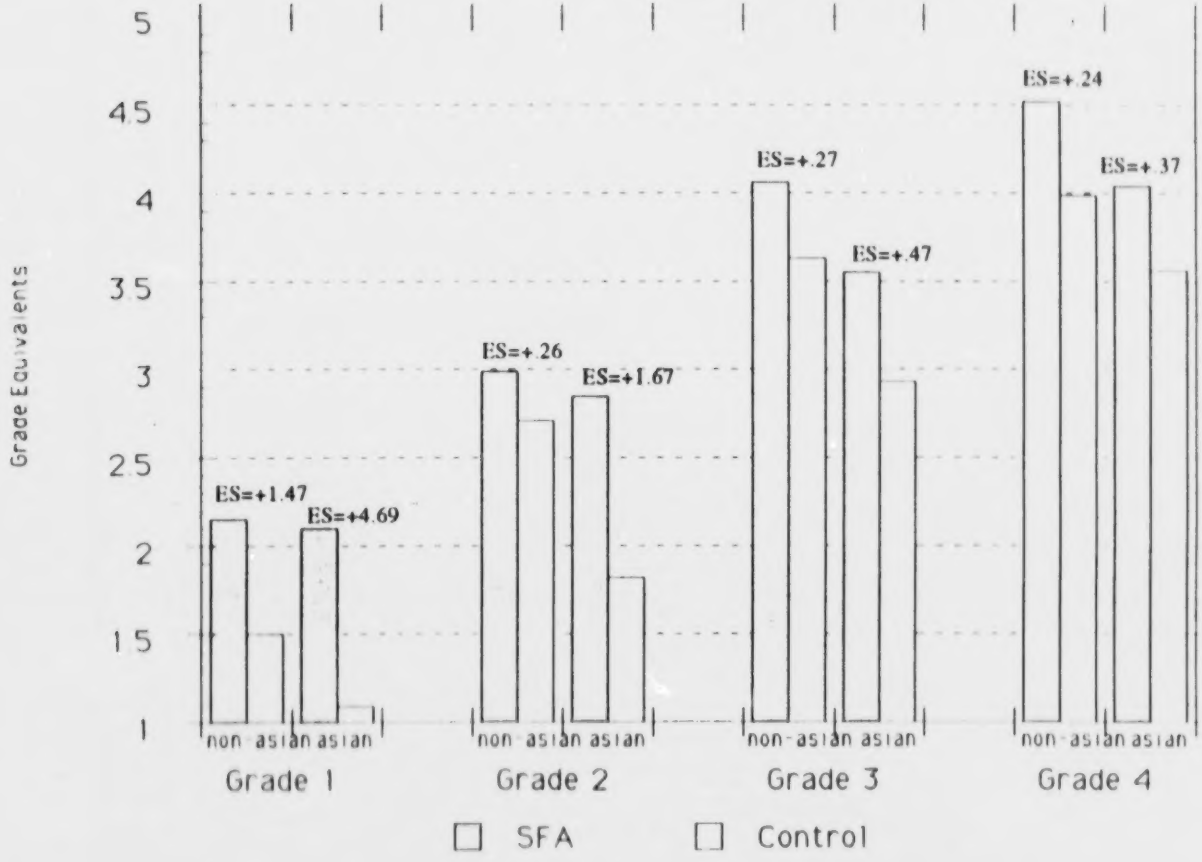


Figure 3
Philadelphia (1991 Schools): Success for All Outcomes, 1992
Mean Grade Equivalents and Effect Sizes on
Individually Administered Reading Tests

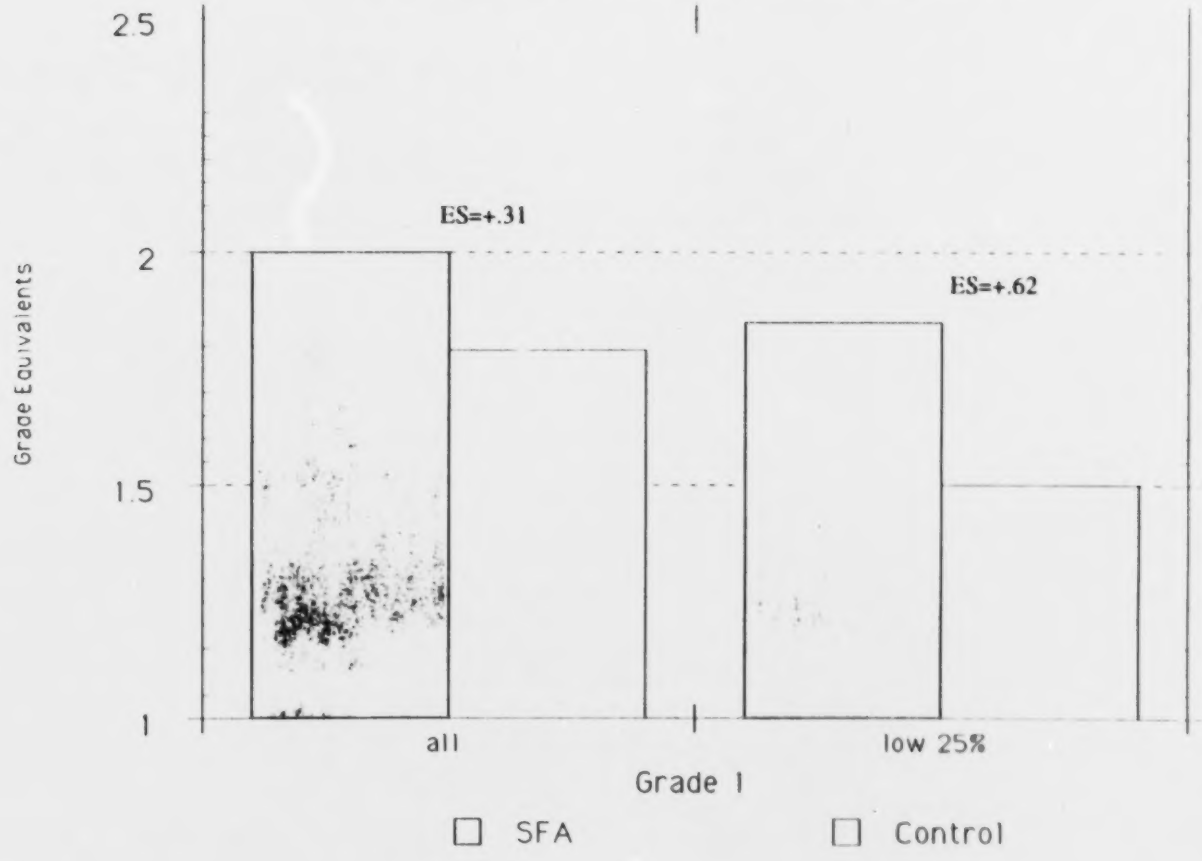


Figure 4
Charleston, SC: Success for All Outcomes, 1992
Mean Grade Equivalents and Effect Sizes on Individually Administered Reading Tests

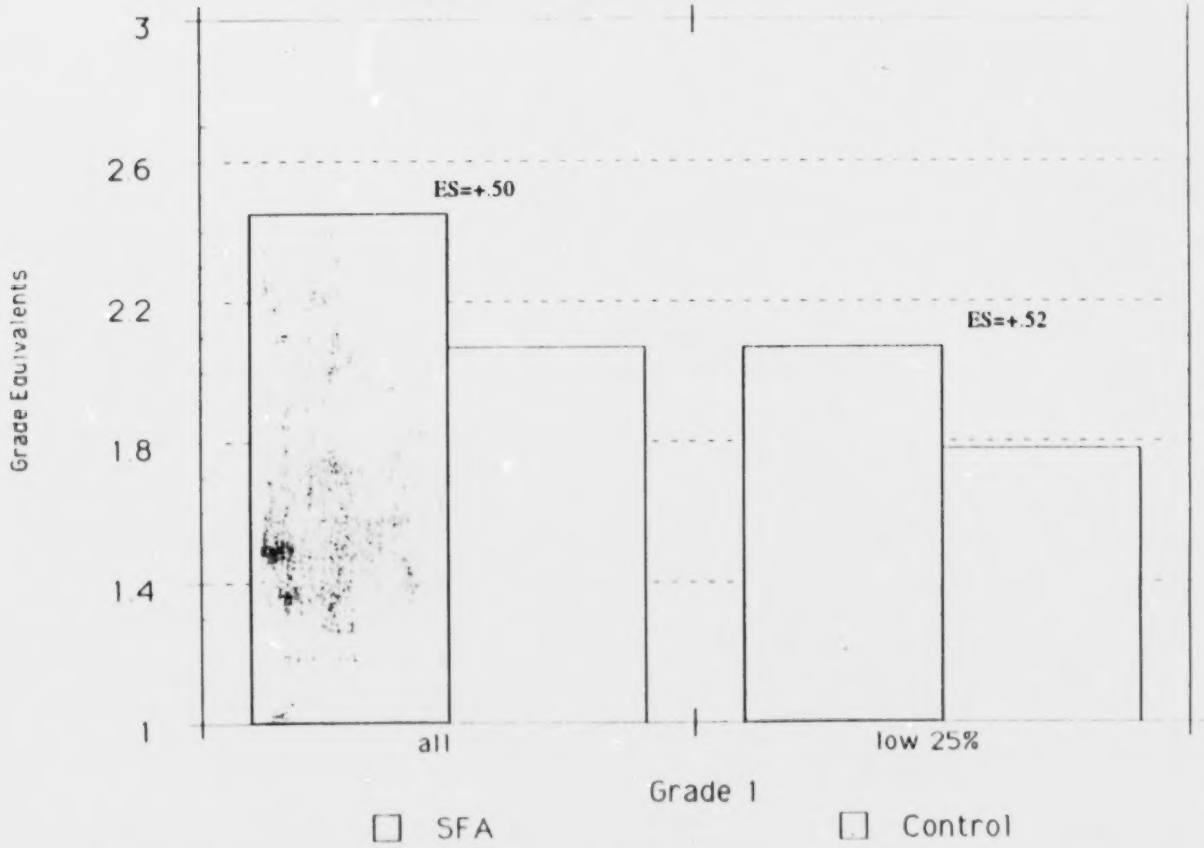


Figure 5
Memphis, TN: Success for All Outcomes, 1993
Mean Grade Equivalents and Effect Sizes on Individually Administered Reading Tests

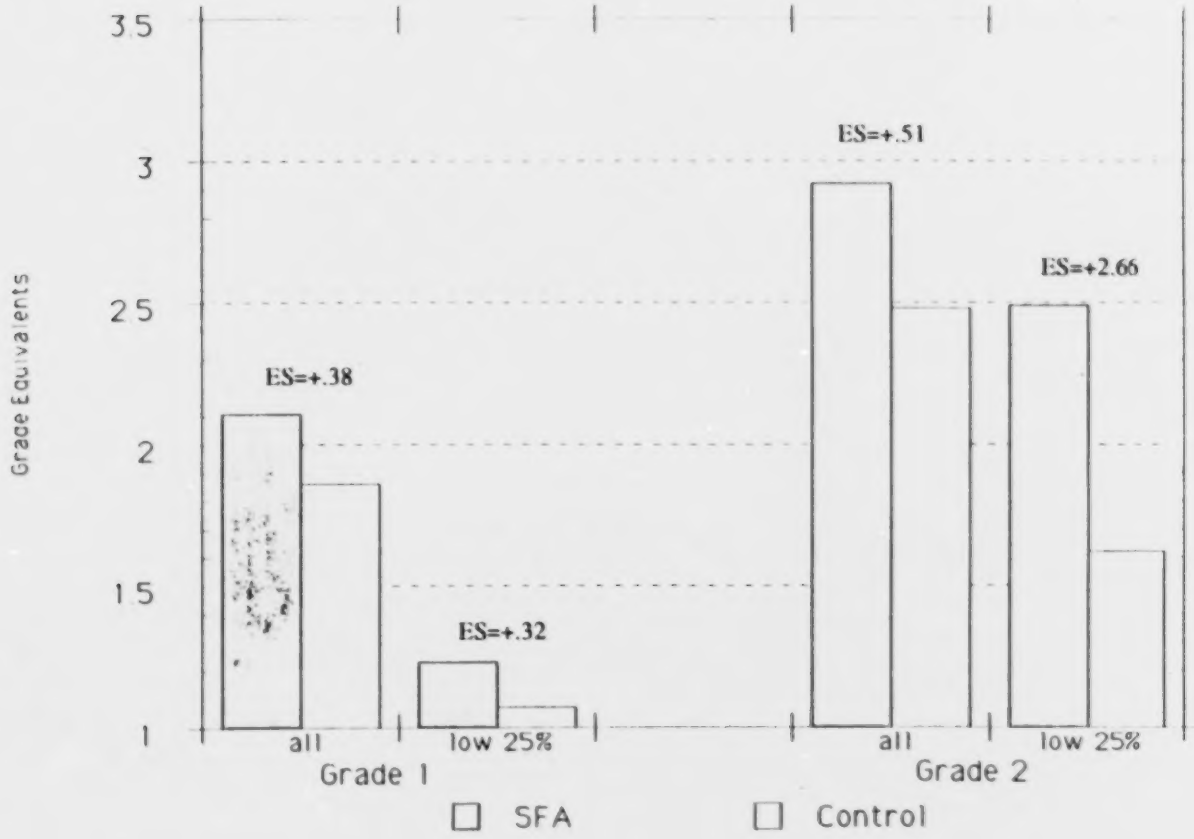


Figure 6
Ft. Wayne, IN: Success for All Outcomes, 1992
Mean Grade Equivalents and Effect Sizes on
Individually Administered Reading Tests

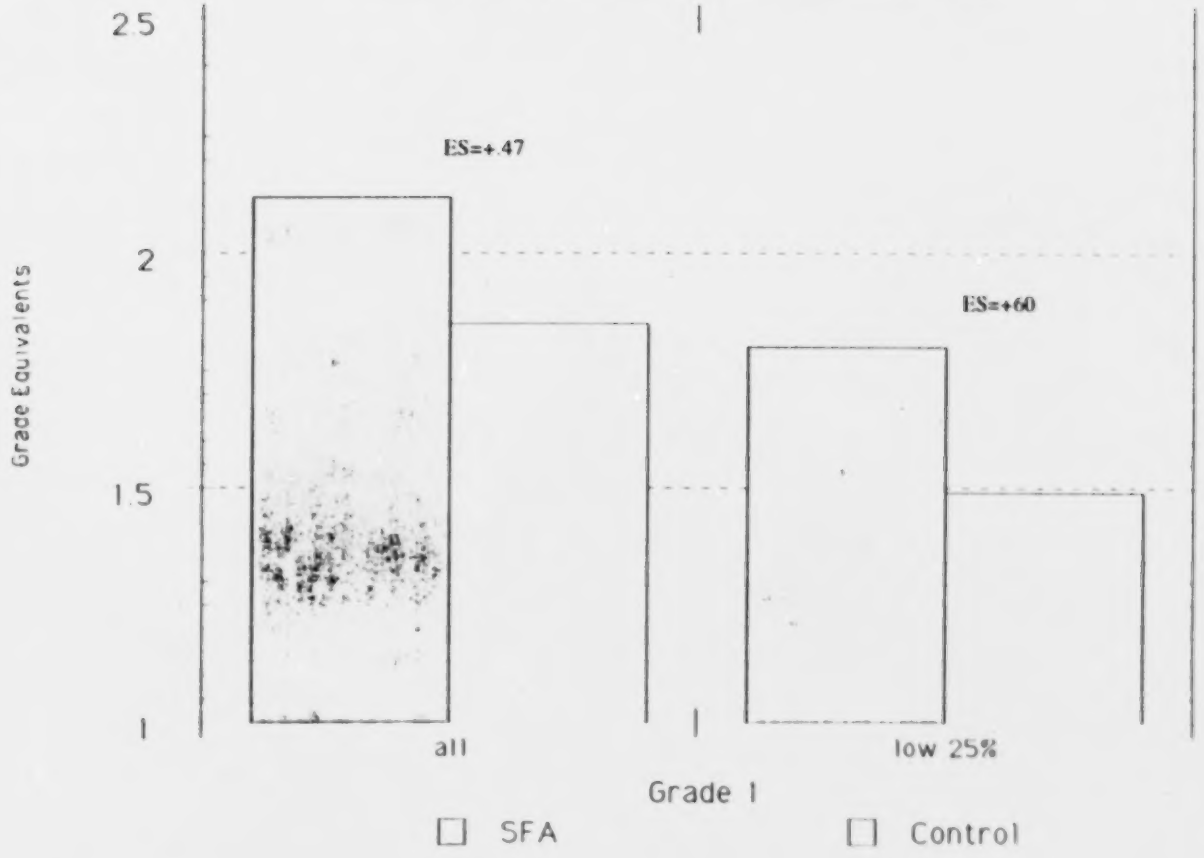


Figure 7
Caldwell, ID: Success for All Outcomes, 1992
Mean Grade Equivalents and Effect Sizes on Individually Administered Reading Tests

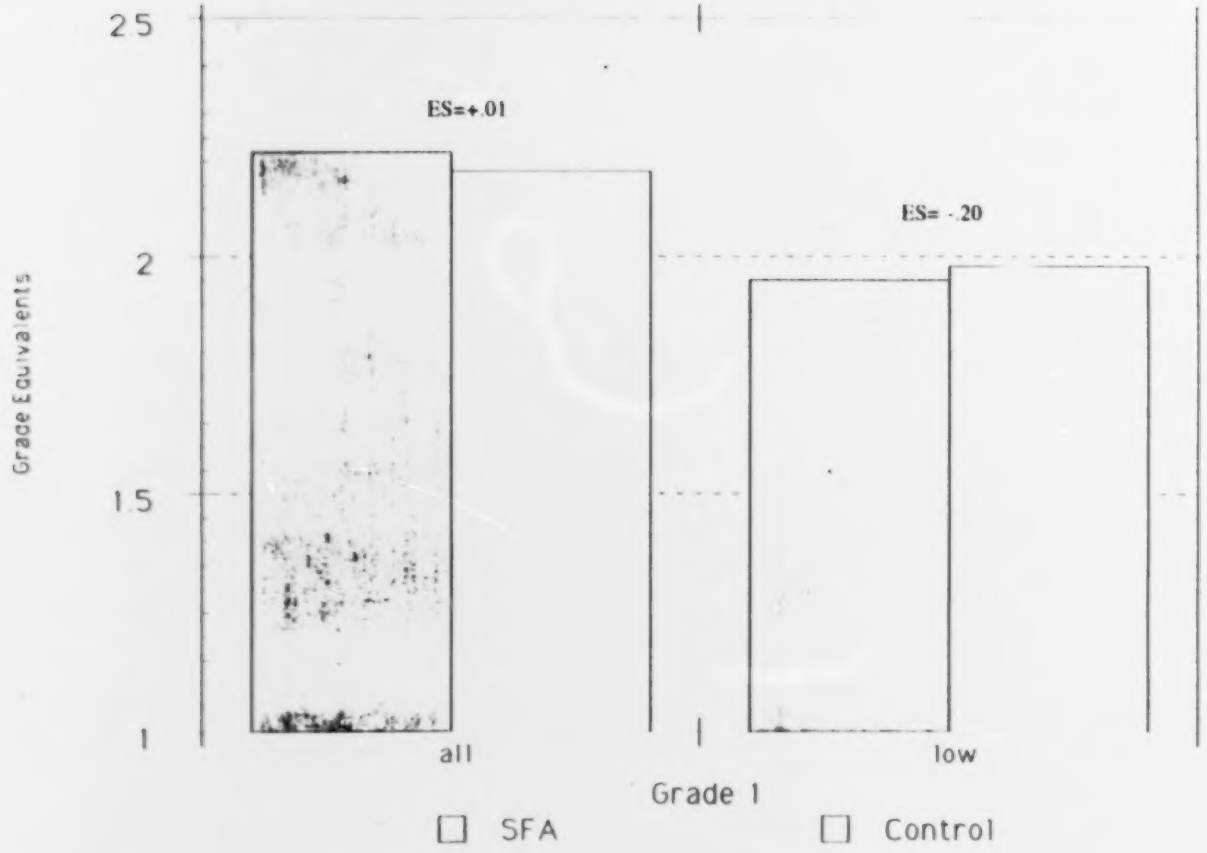


Figure 8
Montgomery, AL: Success for All Outcomes, 1993
Mean Grade Equivalents and Effect Sizes on Individually Administered Reading Tests

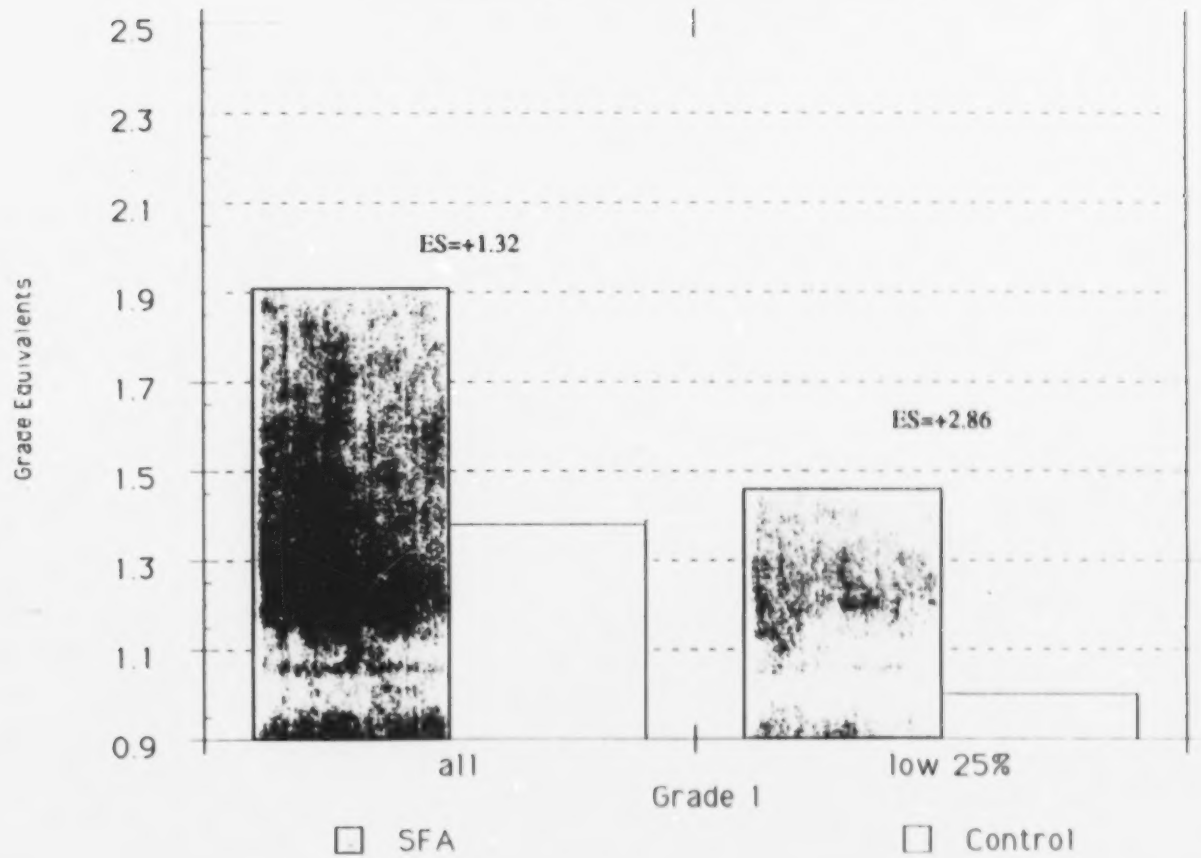


Figure 9
Charleston, WV: Success for All Outcomes, 1990-1992
Mean NCE's in Total Reading
Before and After Program Introduction, Grades 1-6

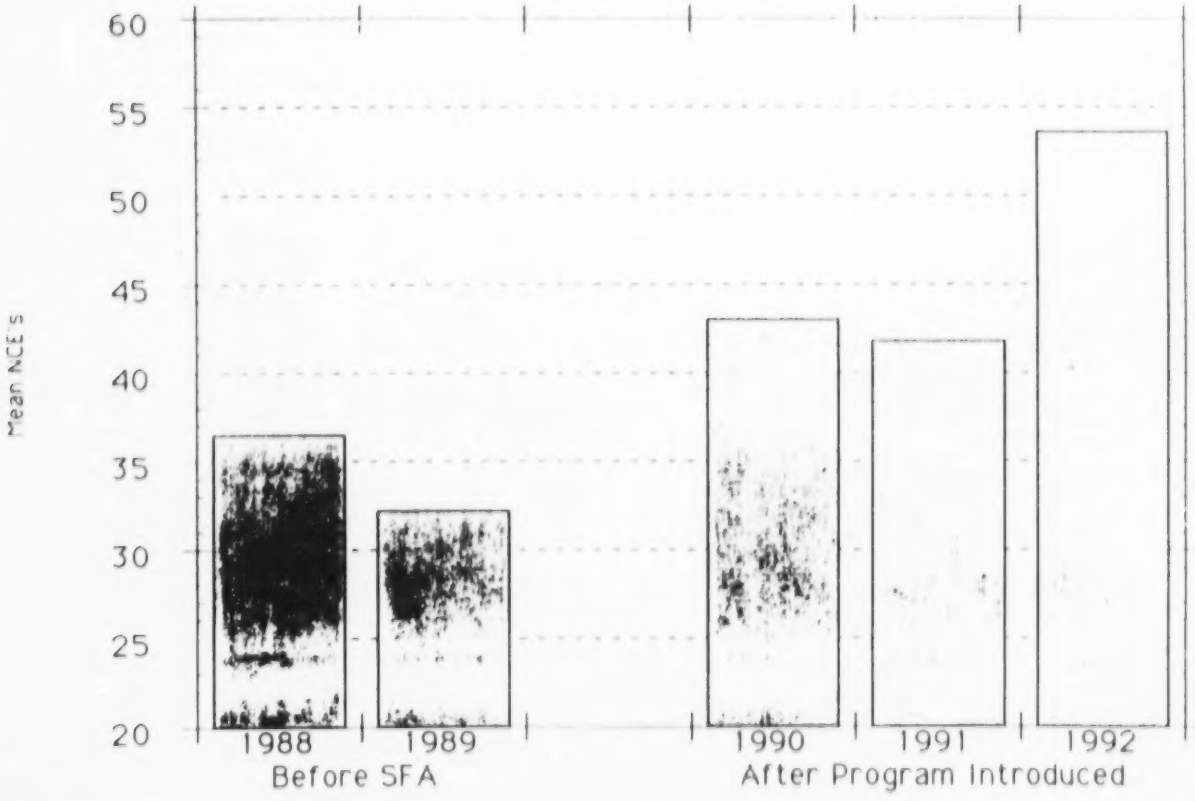
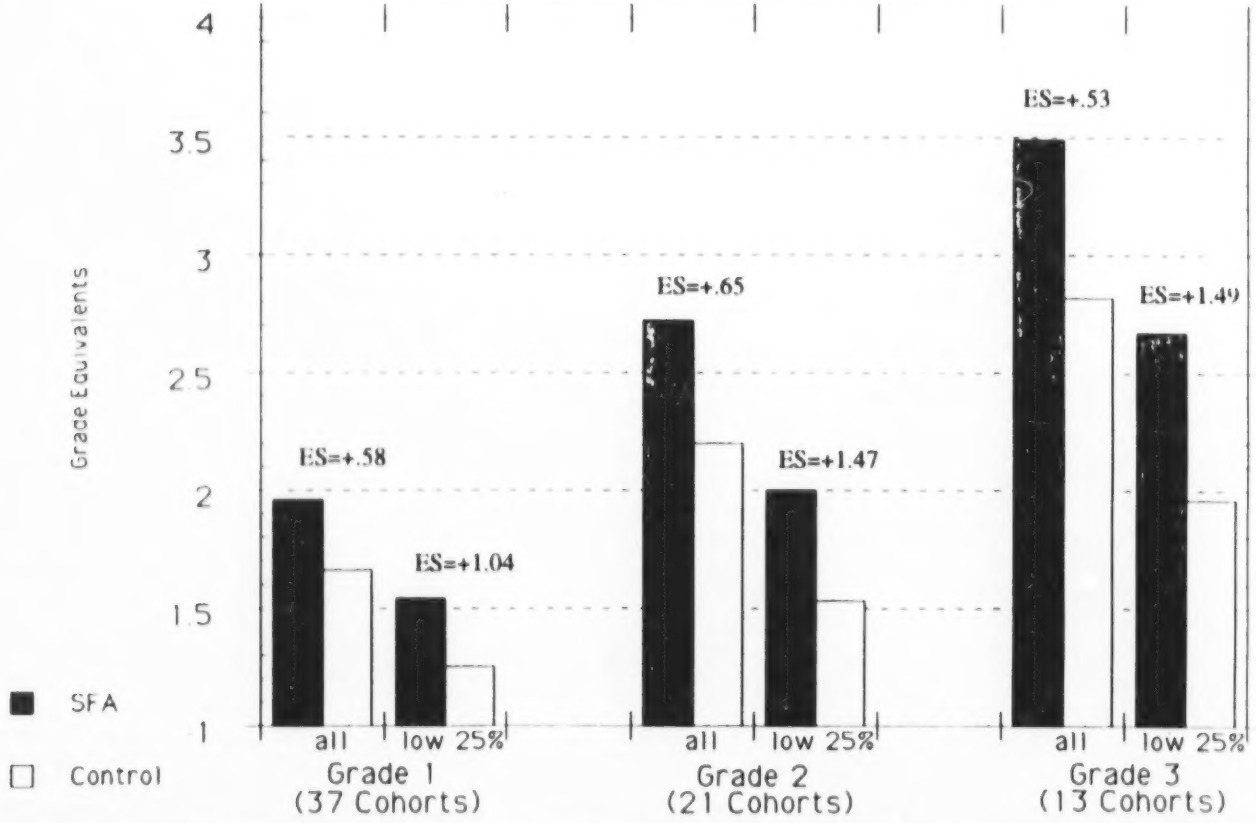
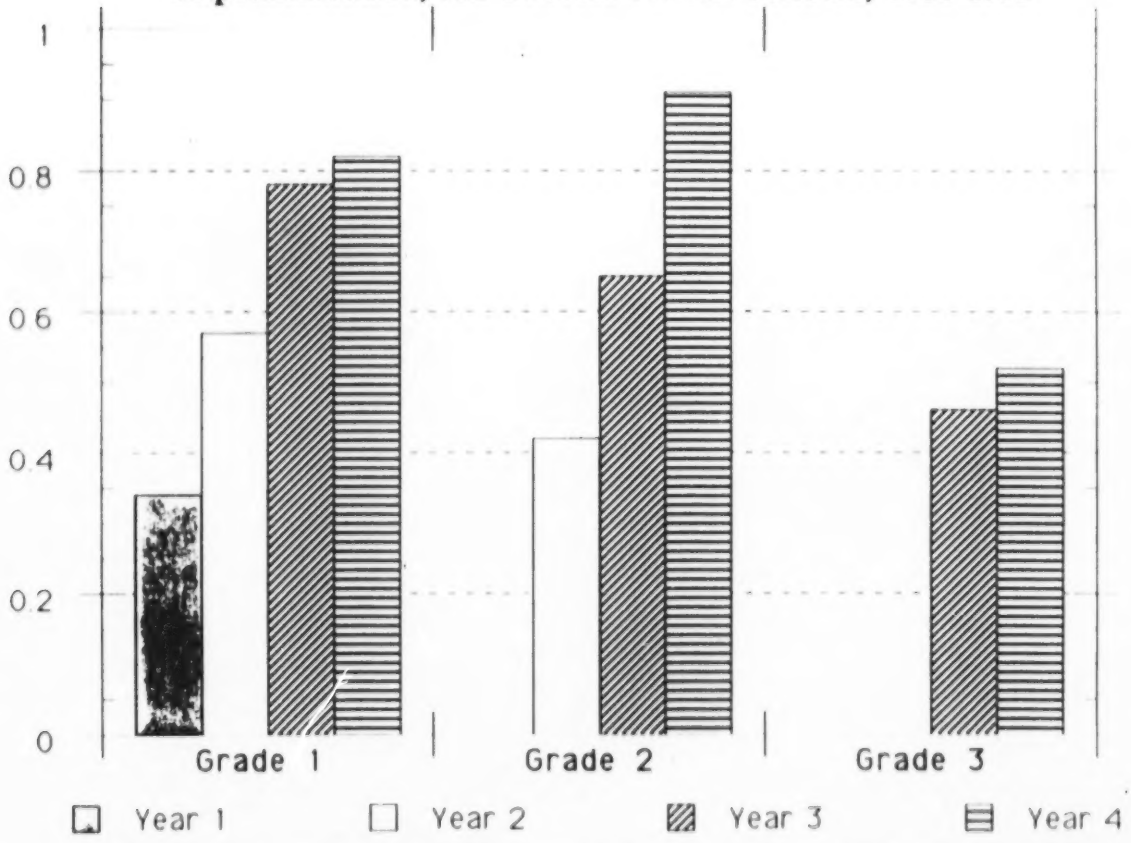


Figure 10
Cumulative Mean Reading Grade Equivalents and Effect Sizes in Success for All Schools, 1988-1993



Includes all students in Success for All or control schools since first grade (N=15 school pairs). Schools are in Baltimore, Philadelphia, Charleston (SC), Memphis, Ft. Wayne (IN), Caldwell (ID), and Montgomery (AL).

Figure 11
Growth in Reading Effects in Successive Years of Implementation, All Success for All Schools, 1988-1993



Includes all students who were in Success for All or control schools since first grade in seven districts.